



Evidence Explained

ESSA emphasizes “evidence-based” approaches that have demonstrated a statistically significant positive effect on student outcomes. ESSA identifies four levels of evidence: strong, moderate, promising, and evidence that demonstrates a rationale. The levels are defined by the research study design.

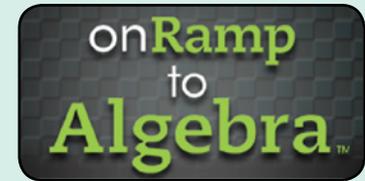
onRamp to Algebra meets ESSA’s “Promising” evidence criteria

Promising Evidence Criteria	Alignment to Requirements
Correlational study with statistical controls for selection bias	<p>Exceeds</p> <p>A randomized control trial design was used where individual students were randomly assigned to either the treatment or control condition.</p>
Show a statistically significant and positive effect on student outcomes	<p>Meets</p> <p>Students using <i>onRamp to Algebra</i> achieved higher achievement gains on the GMACE™ Total test than the comparison group, but these higher gains did not reach a level of significance. <i>onRamp</i> students gained 9 percentiles while the control group gained 4 percentiles.</p> <p>Two student subgroups did achieve statistically significant gains over the control group:</p> <ul style="list-style-type: none">  Seventh grade <i>onRamp</i> students increased their percentile rank by 12 percentile points compared to 2 percentile points by the control group.  Low-performing students using <i>OnRamp</i> increased their percentile rank by 20 percentile points compared to 3 percentile points by the control group.

For more information, visit: pearsonschool.com/evidencebased



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Study completed by:

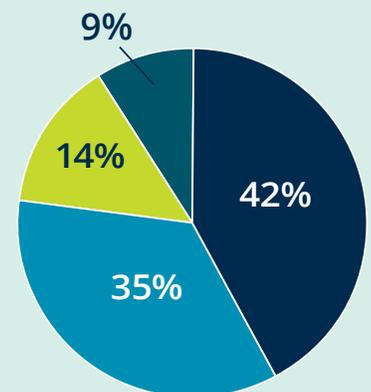
PRES Associates, Inc.

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Year: 2012-2013

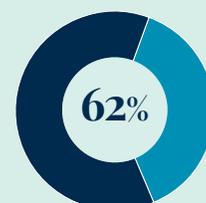
Study description: This study focused on using *onRamp to Algebra* to improve students’ foundational math skills necessary to be successful in Algebra 1. Students used the intervention 45 minutes a day over the course of the school year. This study was conducted in 7th-8th grade classrooms and included 276 students, taught by 9 teachers across 4 schools in 2 states, with matched pretest/posttest scores.

The final sample was diverse including:

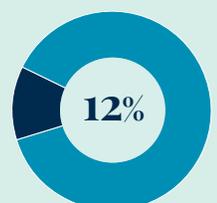


- African-American students
- Caucasian students
- Hispanic students
- Other

Additionally:



qualified for free/reduced lunch



were English learners